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ABSTRACT

An exploratory research study of exemplary part D projects funded during the first cycle, July 1, 1970, through June 30, 1973, was conducted (1) to examine administrative and organizational variables which influence continuation and replication of materials and activities of exemplary projects; and (2) to formulate this knowledge into a brief, useful demonstration guide for local project directors (see CE 011 157). A mail survey with followup procedures by telephone and mail was the primary means of data collection. Fifty-four of the 59 (92%) vocational education exemplary project directors responded. Thirty-nine of 78 (50%) replication site respondents returned the questionnaires. Followup visits to selected exemplary sites for the current year were used to check the validity of the survey. Onsite personal interviews with 26 selected project directors and staff members in 11 States were also conducted. During these visits, project personnel reviewed drafts of the demonstration guide. A key finding indicated that those sites most likely to continue the demonstration collected evaluation data more frequently than those sites less likely to continue. Additional findings indicated that project continuation was associated with (1) use of an experienced project director; (2) use of weekly staff meetings; (3) use of one to six hours of staff inservice; and (4) use of students and labor representatives on advisory committees. (Authors/LAS)

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Research and Development Series No. 116

THE INFLUENCE OF SELECTED ORGANIZATIONAL AND ADMINISTRATIVE VARIABLES ON CONTINUED AND EXTENDED USE OF EXEMPLARY PROJECTS IN VOCATIONAL EDUCATION

William L. Hull
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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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- Generating knowledge through research
- Developing educational programs needs and outcomes
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

FOREWORD

Exemplary programs in public schools should be continued and extended throughout vocational education. The process for achieving this goal should be efficient and systematic. This study was designed to improve knowledge of organizational and administrative variables associated with the conduct of demonstration projects. The findings from this study should be useful to state and local leaders who are planning to implement demonstration projects in vocational education.

The data base for the study came from educational projects authorized by Public Law 90-576. These federally-administered vocational education exemplary projects serve as the vehicle for demonstrating quality education throughout the nation.

The knowledge gained from this research study has been formulated into a guide for demonstration project directors. This Center publication (Research and Development Series No. 117) entitled Organizing and Conducting Demonstration Projects in Vocational Education was written as a companion volume to this publication.

We appreciate the assistance we received from the numerous project directors, teachers and administrators at project sites who responded to the data collection requests of this research project. Site visits were made to school districts in eleven

states where insights were shared regarding the Part D exemplary projects.

We wish to specifically acknowledge the assistance received from members of the steering committee: James Hugueley, Director of Project SPAN, Memphis City Schools, Memphis, Tennessee; Ronald McCage, Director, Research and Development Section, Department of Adult, Vocational and Technical Education, Illinois Office of Education, Springfield, Illinois; and Charles Mojkowski, former Director, Educational Information Center, Rhode Island Department of Education, Providence, Rhode Island.

In addition to the authors of this research report, we extend appreciation to Kay A. Adams, Specialist, The Center, for her scholarly review of this publication; John Stahura, Research Associate, The Center, for his participation in the literature review activities, and the Ohio State Department of Education for its assistance in the development of the data collection instruments.

Robert E. Taylor, Director
The Center for Vocational Education

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ABSTRACT

This is a report of an exploratory research study which examined selected administrative and organizational variables of exemplary Part D projects funded during the first cycle, July 1, 1970 through June 30, 1973. Specific administrative procedures were related to continuation and replication of exemplary project activities. One of the primary means of improving vocational education, the demonstration of exemplary project results should increase the use of exemplary materials and activities.

The objectives of the study were twofold: (1) to examine administrative and organizational variables which influence continuation and replication of materials and activities of exemplary projects; and (2) to formulate this knowledge into a brief, useful demonstration guide for local project directors.

Two survey instruments were developed based on a literature review and the assistance of steering committee members. A mail survey with follow-up procedures by telephone and mail was the primary means of data collection. Fifty-four of fifty-nine, or ninety-two percent, of the vocational education exemplary project directors responded. Thirty-nine of seventy-eight, or fifty percent, of the replication site respondents returned the questionnaires. Follow-up visits to selected exemplary sites for the current year were used to check the validity of

the survey. On-site personal interviews with twenty-six selected project directors and staff members in eleven states were conducted. During these visits, project personnel reviewed drafts of the demonstration guide.

A key finding indicated that those sites most likely to continue the demonstration, collected evaluation data more frequently, than those sites less likely to continue. Additional findings indicated that project continuation was associated with: (1) use of an experienced project director; (2) use of weekly staff meetings; (3) use of one to six hours of staff in-service; (4) and the use of students and labor representatives on advisory committees.

CHAPTER 1

INTRODUCTION

The funding of vocational education exemplary projects in July 1970 initiated one of the most promising ventures in the history of vocational education. For the first time, school districts and other organizations were being paid to demonstrate exemplary practices and products for other educational agencies. This activity was supported by the federal government in the hope of extending use of tested products in vocational education.

This publication is a report of research conducted by The Center for Vocational Education to increase the effectiveness of demonstration projects. It examines selected variables on the site of the funded exemplary projects two years following the close of the federal funding cycle. Selected school districts attempting to replicate the demonstration projects also responded to questions in this study.

Statement of the Problem

Vocational education programs in public school districts and elsewhere exhibit very little use of research and development materials despite the huge investment of funds made since enabling legislation (Public Law 88-210) was passed in 1963. Tested materials and activities are not being used today in school districts,

despite the many efforts to encourage the diffusion of innovations. The Vocational Education Amendments of 1968 (Public Law 90-576) added a special feature, exemplary programs (Part D), to demonstrate tested materials and activities in school settings. However, available evidence indicates that even in the demonstration sites, optimum use of tested materials and activities rarely takes place.

Little is known about administrative techniques or organizational arrangements necessary for the use of validated educational materials. Frequently, exemplary programs are discontinued when outside funds are no longer available. Even when the exemplary programs are continued on site, rarely do project directors see themselves as advocates of the program when communicating with other sites. See Appendix for documentation of these conditions. Demonstration project directors of exemplary programs would be in a better position to implement new ideas in their school district and in other districts if they had access to insightful guidelines for implementing programs.

Purpose of the Study

The purpose of the study was twofold: (1) to identify administrative and organizational variables which contribute to the continuation of vocational education exemplary projects, and (2) to identify administrative and organizational variables which contribute to the widespread use of vocational education exemplary project results in other local education agencies.

This project provides insightful suggestions to project directors of exemplary programs by producing two documents, a research report and a demonstration guide.

The research report, the manuscript being read, contains information on the following two questions:

1. What administrative techniques or organizational arrangements are likely to result in the continuation of the exemplary program on site when outside funds are no longer available?
2. What administrative techniques or organizational arrangements are likely to result in the program being implemented in school districts other than the host district?

This exploratory study was intended to obtain information from first-round demonstration-site experiences to gain new knowledge and develop a guide book for use by future demonstration project directors.

A demonstration guide was developed from the results of the research study. It identified essential aspects of a demonstration project and discussed their relationship to stages in the process of demonstrating an exemplary practice or idea. The guide was designed to assist project directors (1) in the planning of a demonstration project, and (2) in the conduct of the operation of a demonstration project.

Glossary of Terms

Administrative technique: A method or procedure which requires the approval of the chief administrative officer of an organizational unit in a school district; the method should be manipulable by most managers of vocational education exemplary projects.

Continuation: This concept refers to the process of remaining in existence when funds from outside the organization are no longer available.

Current Exemplary Site: A site of an exemplary project funded during the fiscal years 1974, 1975 and 1976.

Demonstration: This is a phase of the diffusion process in which the educational project is exhibited in its specific setting, allowing potential users to observe it in operation, examine evidence of its effectiveness, and judge its potential use in their own educational setting.

Host Site (First Generation Site): A site of an exemplary project funded from July 1, 1970 through June 30, 1973.

Organizational arrangement: The administrative structure of the school and the exemplary projects including the staffing pattern, the size of the school, and the mechanisms such as committees which exist for interaction with the school staff and the community.

Replication Site (Second Generation Site): A site where exemplary project materials and activities are being used following a visit to a first generation site.

Transportability: This concept refers to the process which results in the projects or products being used in other similar educational organizations.

Vocational education exemplary project: A project which exhibits promising practices and products for other school districts; they should have a high probability of successful continuation after the close of the project; they are not original research and development activities.

CHAPTER II

CONCEPTUAL FRAMEWORK

This chapter provides the reader with a highly selected review of research studies related to vocational education exemplary projects. The dependent variables, "continuation and transportability" receive special attention in this review. The chapter is organized into four sections. The first examines the context for research on the diffusion of educational innovations. The second relates research findings to the conceptual model developed for this project. The third highlights the dependent variable questions. And the fourth reviews specific studies on vocational education exemplary projects. The information in this chapter is related to the findings of this study in Chapter IV of this report.

The Research Context

The research findings on the effectiveness of demonstration sites are inconclusive. One of the more extensive studies of demonstration sites was conducted by House (1970). This study of twenty demonstration centers of the Illinois Gifted Program included a sample of 1100 teachers and administrators. House found:

> The fact that visitors valued the demonstration programs highly had little relationship with later adoption. Situational constraints in the adopting district seem to be of greater importance than the intrinsic characteristics of the demonstrated program or the process of demonstration itself. (p. 33).

The recommendations from this study suggest several variables for examination. Among them are:(1) the location of the demonstration center; (2) the selection and control of staff; and (3) the mode of operation.

Variables perceived to be critical to the successful use of tested demonstrations lack empirical documentation. Rogers and Shoemaker (1971) have assembled a list of generalizations about the diffusion of innovations. The supporting information for many of those generalizations contain very little empirical documentation. None of the generalizations specifically mention the use of demonstrations as a device for encouraging the use of innovations. The studies conducted by Development Associates, Inc. (1975) and the Rand Corporation (1975) also indicate difficulty of collecting empirical documentation at the local level via final reports of exemplary projects.

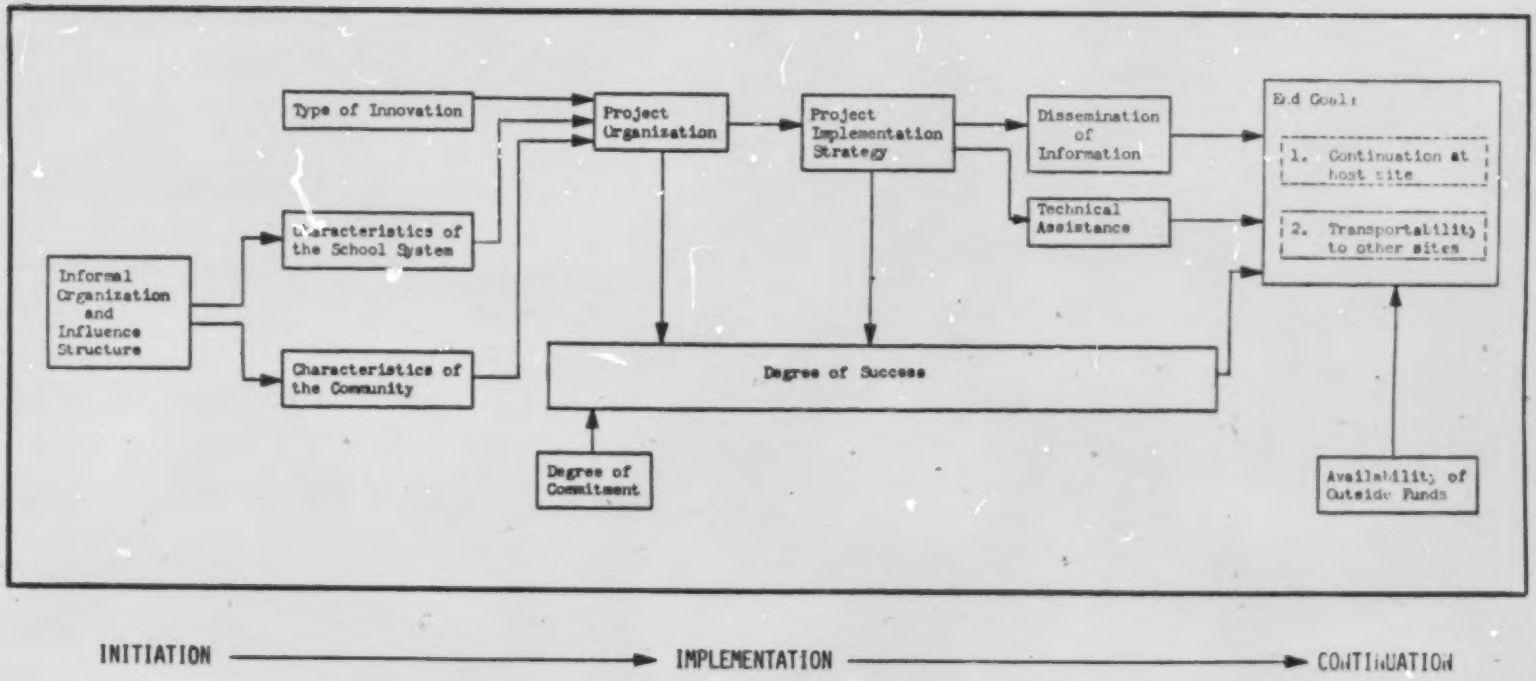
The research context forms the underlying dimensions for this study of vocational education exemplary projects. To understand the relationships among the variables, a conceptual framework was devised.

The Conceptual Model

The conceptual model of the study focuses on the administrative techniques and organizational arrangements which influence the degree of success of an exemplary project. Success is interpreted as the degree of continuation on-site and the transportability of project results to other sites.

Figure 1

Conceptual Model for Demonstration Process



Numerous factors influence the stages of a demonstration project: initiation, implementation, and continuation. The conceptual model related variables subject to manipulation to the end goals of demonstration: (1) continuation at the host site and (2) transpcrtability to other sites. Categories for the independent variables were (1) characteristics of the community; (2) characteristics of the school system; and (3) project organization including project implementation strategy, dissemination of information and technical assistance.

This study was primarily interested in the variables which are most likely to be subject to manipulation during the implementation of the exemplary project. These variables would have the greatest potential for influencing the conduct and organization of a demonstration project. The variables related to school district demographics and the community would have less potential for being manipulated.

Characteristics of the community are important for the exemplary project to succeed. The relationship between the local education agency and the community is likely to influence the probability of success of a project.

Rothman (1974) cites the importance of the quantity and quality of the school-community relationship. Rothman indicates the increased probability of success as the quality and quantity of interactions increase as well as increased community support of the specific program.

The characteristics of the school system have multiple and sometimes conflicting influences on the exemplary project. Undoubtedly much of the behavior exhibited by school staff is the result of organizational constraints placed on them by their environment. Sieber (1968) has written a succinct statement of distinctive features of the educational system influencing innovation in school systems. Sieber identified four factors that contribute to slow acceptance of new ideas. Schools are vulnerable to the pressures exerted by representatives of community groups. Frequently these pressures are directed towards separate and conflicting goals. This leads to a condition of goal-diffuseness in most schools. The teaching staff serve in quasi-professional roles that do not allow control of their own destiny. And, finally, the degree of formal control is likely to influence the adoption of an innovation in school systems.

The size of the school district is an important factor to consider when implementing a demonstration project. The larger the district, the more likely the demonstration project is to have the potential for mobilizing resources necessary for a successful demonstration project. This statement was supported by Brickell (1971) and substantiated by Baldridge and Burnham (1973). Size was an influential factor in the establishment of agricultural occupations curricula in high school programs (Williams and Hull, 1968). The number of teachers in the vocational agriculture departments accounted for more than one-third of the variation associated with the use of the curriculum. Zaltman, Duncan and

Holbek (1973) cite the degree of formalization and centralization of the school organization as factors which influence adoption of an innovation in school systems. According to Vroman and Watson (1974), the higher the level of project involvement in the organizational structure, the higher the probability of success. The history of success and/or failure of past innovations is likely to influence the behavior of the staff. The willingness of top administrators in a school system to endorse the demonstration project appears likely to influence the acceptance of the project by those it is intended to serve. The critical influence of key school administrators on the success of a project is supported by a number of studies. Brickell (1961) in his study of New York state education agencies named the school administrator as one of the most important persons to convince of the need for a change in the school system. The Rand Corporation Study (1975) indicated that a higher degree of administrative support specifically from the building principal would increase the probability of success of the project. Hull and others (1973) found a high degree of relationship between the formal authority vested in a position held by an administrator and his opinion leadership within the organization. A study of education faculty members conducted by Kazlow and Giacquinta (1974) found status variables such as administrative rank to be more important than personality variables such as openmindedness in explaining receptivity to innovations.

A summary of the available research on the use of innovations in schools by Giacquinta (1973) concluded with a theoretical

framework very similar to the conceptual framework developed by Hull and others (1973). The properties of the schools as consumers of demonstration projects are powerful forces to be recognized. Incentive must be identified that will allow an orderly assimilation of the demonstration project into school activities. The implementation of exemplary projects in school districts must recognize and work with these forces which impact on school events and activities.

The project organization variables, implementation strategies, and dissemination activities are of primary interest to this study. The ability of school staff to launch a concerted, programmatic demonstration is likely to influence the use of exemplary materials and activities. The demonstration project staff must present a unified image to other professionals within the school and the school district as well as to visitors from other educational settings. Pincus (1974) poses three factors as determinants of innovation in schools: (1) bureaucratic safety, (2) responses to external pressure, and (3) approval of peer elites. It is necessary for demonstration project staff to project a sense of commitment and approval of the materials and activities being demonstrated. Communication of such beliefs should be conveyed frequently to school staff and to the community throughout the duration of the project.

Staffing patterns are likely to indicate a great deal about the commitment of the administration to the demonstration project. A recent study by Cohen and Bredo (1974) of organizational change in schools suggests:

> the critical issue for further research lies in the precise nature of the working relationships between staff members. . . our data analysis revealed that when we inquired about the precise way team members worked with each other and the way they divided their labor, we were able to make the most powerful predictions of all. (p. 14)

Specifically, Hetzel and Barnard (1973) indicated that the greater the percentage of full-time staff, the more likely the program is to succeed. Demonstration projects must be organized in an efficient manner allowing project staff to fulfill expectations for their roles in the school. McCaslin and other (1976), however, indicate the advantages of using part-time staff members to influence the success of the project.

The degree of project staff in-service is likely to influence project success. The Rand study (1975) cited increased staff in-service as an influence in continuation of the project.

The amount of technical assistance provided by the project staff to potential users of the materials and activities being demonstrated could determine the ultimate success of the project. Brickell (1971), enumerated a number of characteristics of the adoption setting that he believed to be important to the continued use of educational innovations. Among these factors are listed equipment, materials, facilities, and the capability of evaluating the innovation being demonstrated. The need for resources and the use of acceptable implementation techniques were factors identified as important to the use of innovations in school settings (Hull and Kester, 1974).

The Dependent Variables

Continuation at the host site is the measure of success for demonstration sites used in this study. Continuation is conceptualized as the use of materials and activities after the termination of federal funds. Recent studies have addressed this critical measure. A national study of the Elementary and Secondary Act Title III educational programs, conducted by Hearn (1970), found fifty to eighty-five percent of the programs continued, depending upon how the results were summarized. Many of those classified as "continuing" were being conducted at a lower level of budget, services, or other indicators of project size than had been originally funded. The impact of the four hundred million dollars invested in Title III programs to stimulate innovation in education was dulled by this less-than-optimum continuation of these federally-financed programs. This particular study of the Title III programs has been criticized by House and others (1970) as lacking validity because school superintendents were used as the respondents in the mail questionnaire. Also, the Hearn study was conducted the third year of a three-year program; it is likely the continuation rate would have been lower if the study had been conducted after all outside funds had ended.

The follow-up evaluation of the exemplary projects in the fifty sites conducted by Development Associates (1975) indicated continuation was frequently conducted at a lower level of budget and services than during the federally funded time period. The study was conducted in some sites during the last year of federal funding.

The transportability of exemplary project results is the corollary to the continuation of the project on site. Exemplary project directors tend to emphasize the installation of demonstrations on site. This need has taken priority over the diffusion of demonstration results to other settings. Seldom have procedures been devised by officials at the local and state levels to encourage and, in fact, offer incentives for adoption of demonstration project results in other educational settings while the initial demonstration was still in operation.

In summary, the conceptual model delineates the relationships between the community, the school district, and the exemplary project itself. This model utilizes the degree of continuation of an exemplary project as the dependent variable. Relevant studies which apply this conceptual framework to vocational education exemplary projects are cited in the next section of this chapter.

Studies of Exemplary Projects

The following reports contain research findings on the same exemplary projects studied by the authors. However, all these reports except Lee (1975) collected data prior to the completion of the first cycle of the federal funds. Their findings corroborate the results of this study.

Lee in the Project Baseline study (1975) reported on the fifty-four exemplary projects which were scheduled to terminate prior to or during fiscal year 1974. Of the fifty-four projects, forty were reported to have had at least some impact beyond their school district, with twelve reporting extensive impact within

their own state. Extensive impact was described as acceptance in a majority of the schools in the state which were using some or all of the concepts, materials, and other products of the host site.

One measure of success used in this study was the degree of continuation with state and local funds upon termination of federal funds. Thirty-six projects of sixty-seven percent of the fifty-four were continued at a level equal to or greater than during the federally-funded period and fifteen or twenty-eight percent reported reduced continuation.

The Project Baseline reported problems encountered by project directors including the erosion of continuity, local support and confidence during the initial funding periods due to the widespread problem of late funding; isolated cases of lack of support by non-project personnel; and lack of clearly defined goals and objectives. Additionally, the achievement of project goals within the time constraints was difficult if planning had not occurred prior to funding.

The Rand study (1975) focused upon the nature, permanence, and extent of educational innovations which have been associated with four federal programs. The findings relevant to the exemplary projects are reviewed here. The Rand study had two primary categories: (1) the process of innovation with three stages--initiation, implementation, and incorporation; and (2) the factors affecting implementation and continuation of educational innovations.

The Rand (1975) findings indicated that the modes of the initiation stage were typically either opportunistic or problem-

solving in nature. The projects which were successful in the implementation stage were characterized by mutual adaptation of innovations. Incorporation of project results occurred in a variety of forms. The projects which replaced existing practices tended to be incorporated more frequently than those projects which supplemented existing practices. Incorporation at the individual school building level was more likely to occur if an emphasis was placed on training for practical classroom issues and if the project used locally developed materials. Incorporation at the school district level was typically determined on the basis of whether the project was successful, affordable, important to the district's priorities, and politically acceptable. The opportunistic mode of initiation usually resulted in a negative determination whereas a problem-solving mode resulted in a positive decision concerning incorporation.

The findings relevant to the implementation and continuation of educational innovations included three areas: project characteristics; institutional settings; and federal policies. Project characteristics such as implementation strategies and monitoring operations, influenced the success of the project. A receptive institutional setting was essential for a project to succeed. Factors such as true commitment by principals as well as top-level administrators influenced the success of the projects. Rand found that federal policies had little influence on implementation and continuation.

In summary, the Rand study indicated that the success of the projects primarily depended on the local internal inputs rather than external inputs with the role of the project director being an important factor in continuation.

The Development Associates study (1975) investigated 50 sites of the exemplary projects. This study was completed prior to the termination of federal funds in some sites; therefore, the determination of the degree of continuation was somewhat judgemental. The findings relevant to project management included three categories: project objectives; project management practices; and organizational characteristics.

Development Associates reported that thirty-seven of the fifty projects or seventy-four percent operated at below the intended funding level and that the elementary school level had the greatest degree of success. Little relationship was found between objectives and performance activities. Thirty-eight of the fifty projects or seventy-six percent reported that they had a dissemination plan, however, only eighteen projects or thirty-six percent had the plan in written form. Nine projects or eighteen percent reported that continuation would occur at a level greater than during the federal funded period; eight projects or sixteen percent would have the same level; nineteen projects or thirty-eight percent at a reduced level; and the remaining fourteen projects or twenty-eight percent would not be continued.

In summary, the Development Associates study suggested that the most likely reasons for the limited success of the exemplary

projects included a lack of clearly defined objectives, definitions, and managerial procedures at both the project and federal levels.

McCaslin and others (1976) studied sixty-one research and development projects in Kentucky to determine their impact on school systems. At least ten visits were made to local school districts. They found:

1. High impact projects use more objective data (tests, empirical data, etc.) to evaluate effectiveness while low impact projects use more subjective data (opinions, testimonials, site review teams).

2. High impact projects provide more adequate orientation for participants concerning their role in the project.

3. High impact projects allow project objectives to change during implementation.

4. High impact projects involve participants more fully in project planning.

5. High impact projects have more accessible planning documents, such as PERT or time effort charts and objectives.

6. High impact projects have less turnover of project staff.

7. High impact projects tend to be sponsored by organizations who have conducted prior research and development efforts.

8. High impact projects have more adequate support services (secretarial, printing, graphics, etc.).

9. High impact projects have more directors from the district or regional level. p. 76

CHAPTER III

METHODOLOGY

This chapter provides an overview of the conduct of the study beginning with its initiation on July 1, 1975 through its completion in the fall of 1976. The discussion includes the design of the study, the development of instrumentation, and the data collection and analysis procedures. A section on limitations of the study concludes the chapter.

Design of the Study

The design being used in this research is the one-shot case study diagrammed below. It has many limitations. The lack of

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control for the effect of history is particularly troublesome because much of the information on administrative techniques and organizational arrangements may be lost due to the memory of the respondent. This design places importance on the development of a conceptual framework which allows the appropriate questions to be asked at the correct level of precision. See the conceptual framework in Chapter II for more information.

The original notions of tracing the effects of the exemplary site by asking questions of the replication site had to be abandoned because not all of the exemplary sites responded to our request for the names and addresses of persons who had visited

their programs. This was true despite a federal requirement to keep such a list. In order to obtain sufficient numbers of responses from these replication sites, the researchers had to solicit names and addresses from the state departments of education. This increased the list of replication sites to approximately 100. However, it destroyed the intent of the tracing strand in this study. Therefore, the responses from the replication sites were treated as a separate population from the responses from the exemplary project (host) sites.

Certain procedures are being used in this study which allow limited comparisons. One comparison is the successful with the unsuccessful replication sites. Another comparison is the development of an interview schedule for vocational education exemplary program directors who are currently funded. Their responses to the interview schedule was used to cross-validate the information summarized from the mail surveys. Current site directors should be less subject to loss of memory.

This study of vocational education exemplary programs comes on the heels of two comprehensive studies of demonstration programs. One of these studies, conducted by Development Associates, Inc. (1975) surveyed this same population with on-site interviews. However, they had difficulty addressing the important questions of what causes a program to be continued when outside funds are no longer available. Likewise, the Rand study (1975) had difficulty formulating definitive conclusions on the reasons why some programs continued and others did not. The general question of

transportability of vocational education exemplary programs was largely ignored by both of the studies mentioned.

This research study is designed to further explore the reasons for continuation or non-continuation of vocational exemplary programs. The mail surveys used carefully formulated questions to selected individuals on site who participated in the exemplary project. Expert reviewers were used to determine if the questions were likely to identify reasons for continuation of the projects on site and/or transportability of the project to other sites.

The expert reviewers were the steering committee members. They represented an exemplary project director, a state research coordinating unit director, and an expert in the innovation diffusion processes. They met twice during the conduct of the project--in the fall of 1975 to review the conceptual framework and select variables to be included in the instrumentation, and again in the fall of 1976 to review the findings and assist in the interpretation of the data. During the winter of 1976 they reviewed draft versions of the questionnaire.

Instrumentation

The data needed for this study of demonstration sites was collected from the two subsets of the target population via mail questionnaires and on-site interviews. The questions were directed to the site project directors. Different versions of mail questionnaires were sent to the host sites and the second generation sites.

No attempt was made to compare the responses from the host sites with responses from the second generation sites. These sites were viewed as separate populations.

The rating sheet attached to the demonstration guide was viewed as a quick means of summarizing reactions to the publication. Most of the development and revision in the guide occurred as a result of the discussions with the exemplary project directors. However, an opportunity to revise the guide based on responses from other groups such as the Part C project directors was used to improve the guide.

All of the instruments were developed by project staff based on searches of the literature, conversations with exemplary project directors, and experience in other similar R&D studies. The search of the ERIC system yielded 104 usable document citations. The instruments were pilot tested in-house for technical adequacy. Reviewers were selected from persons who have worked in state departments or local education agencies. In most cases, they had been associated with project-type activities, such as in-service training sessions, curriculum development projects, etc. They were asked to critique the instruments with the following guidelines in mind:

1. Do the items flow like conversation?
2. Is jargon minimized?
3. Do the items deal with a single concept?
4. Are the items vague or ambiguous?
5. Are the items likely to be within the knowledge frame of reference of the respondent?

The instruments were submitted for human subjects clearance. A review by project steering committee members was used to revise the instruments.

Population and Sampling Procedures

The population of respondents for this study was vocational education exemplary project directors. Vocational education exemplary projects are funded from Part D of Public Law 90-576. The primary subset of this population surveyed was the project directors for those exemplary projects funded between July 1, 1970 and June 30, 1973. Due to the amount of telephone contacts which needed to be made, the territories and non-contiguous states were excluded from the population.

Host Sites. The decision was made to include all of the exemplary projects listed (within the above constraints) in the USOE document titled Abstracts of Exemplary Projects in Vocational Education, dated June 1973. This official listing included all of the projects funded under Section 142 (c) of Part D of the Vocational Education Amendments of 1968 (P.L. 90-576). None of these projects appeared to be purely planning projects. They did not differ significantly from the other projects as a group; although, a great deal of variability existed among the nature and scope of the early exemplary projects. This CVE project could include all of the official exemplary projects because data were collected by mail and telephone primarily. Development Associates, Inc. collected data on only one project per state, presumably because their data collection involved visits to the sites.

Fifty-nine questionnaires were mailed: one per state plus the District of Columbia with the following exceptions: three were mailed in California, and two were mailed in Florida, Illinois, Massachusetts, Michigan, Minnesota, New Hampshire, New Jersey, and New York.

Secondary Sites. These sites were identified from two primary sources of information: the host sites, and state departments of education. Each source of information was asked to identify sites where ideas from the exemplary sites were tried successfully and unsuccessfully. There was a natural reluctance to identify unsuccessful sites; therefore, the number of questionnaires mailed out in this category was small. However, an attempt was made during selected personal interviews to visit school districts where ideas from the exemplary sites had been tried unsuccessfully.

Current Sites. During visits to the states to follow-up non-respondents, interviews were held with current exemplary site directors for the purposes of validating the questionnaires. During this visit, the site directors reviewed the demonstration guide prototype and suggested changes in the manuscript. Current sites were selected from nominations by steering committee members and other persons knowledgeable of outstanding exemplary projects.

Data Collection

A questionnaire was sent to the project director in the host site and the person responsible for the attempted implementation

in another school district. Follow-up phone calls were conducted as needed to clarify responses on the questionnaire or to request the return of the questionnaire.

The response rate for the exemplary practice sites was very high. Fifty-nine questionnaires were mailed during the early spring of 1976. Of this number, fifty-four were returned in time to be included in this study for a response rate of ninety-two percent. After the analysis was completed, three additional questionnaires were received. The exemplary sites provided many different perspectives on project demonstration activities. Table 1 shows the types of agencies included as exemplary sites for 1970-73.

Table 1

Number of Continuation Sites by Type of Grantee and Degree of Continuation

	Continuation			
Grantee	L	M	H	Totals [1]
Local Education Agency	15	18	12	45
Private Agency	1	1	2	4
State Education Agency or Intermediate Education Agency	0	3	2	5
Totals	16	22	16	54

[1]Sites are categorized by levels of continuation: low, medium, and high. Low sites continued at less than one-third levels of operation. Medium sites continued at one-third or moderate levels of operation. High sites continued at full or expanded levels of operation.

The response rate for the transportability questionnaire was not nearly so high. Seventy-eight questionnaires were sent out. Eighteen were returned blank indicating the "replication" site nominated by either the state department or the host site did not consider itself the recipient of results from the exemplary project site! Only thirty-nine usable questionnaires were returned for a response rate of fifty percent.

Current exemplary program site directors were identified with the help of state coordinators of exemplary programs in state where the project team was conducting interviews. These interviews were for the purpose of validating the information obtained from the mail survey. A secondary purpose was the development of a demonstration guide for use by demonstration site project directors.

Selection of Field Sites for Observation

Staff members examined information on the continuation and diffusion of exemplary program results available in other reports. Project Baseline (1975) identified sixteen federally-administered exemplary projects with "extended implementation." Development Associates, Inc. (1975) prepared project descriptions of the first round vocational exemplary projects which contained comments on the likely continuation of the project after the termination of the three-year federal financial support. In addition, unique features and basic data for each project were noted in the Abstracts of Exemplary Projects in Vocational Education (1973).

Project staff attempted to select projects which were representative of those funded during the initial three-year cycle. The location and type of project selected was influenced by the Model Cities programs in place in many of the early vocational education exemplary projects. Table 2 contains lists of the sites visited.

Table 2

Geographic Location of Exemplary Projects Visited

	North	South
Urban	Omaha, Nebraska San Mateo, California Bridgeport, Connecticut Boston, Massachusetts Lincoln, Nebraska	San Antonio, Texas Cobb County, Georgia (Marietta) Phoenix, Arizona Tucson, Arizona Columbia, South Carolina
Rural	Pottawattamie County, Iowa (Council Bluffs) Weatherford, Texas Denison, Texas	Hazard, Kentucky Lancaster, South Carolina Lexington, Kentucky Lubbock, Texas

Criteria used for site visit included the following:

1. The nature of the setting (urban, rural, north, south).
2. The degree of apparent project continuation.
3. Geographic distribution of the sites visited.

4. Representativeness of minority students served.

5. Unique features of the project which would likely aid in conceptualization/revision of the handbook.

The criteria were not applied in a rigorous manner. Whenever possible, site visits were scheduled to be cost effective of staff members' time and travel funds expended. It was necessary to substitute one site for another due to a problem in scheduling the visit.

Data Analysis

The dependent variable represents the key to the analysis in the study which was a simple frequency count tabulation of the results. However, the responses from the ninety-two percent return continuation sites were tabulated by three levels or degrees of continuation: low, medium and high. The site classifications depended upon their response to the continuation item of the host site questionnaire. It happened that sixteen of the sites had no continuation or a very low level of continuation, sixteen of the sites had full or expanded levels of continuation, and twenty-two of the sites had one-third or moderate levels of continuation. These categories were used in many of the tables to sort out the variables which appeared to be the most effective in the operation of a demonstration project.

This breakout for the analysis allows the reader to examine the cell frequencies not only for the high continuation sites but for the low continuation sites as well. Thus a simple comparison of these two extreme situations allows the reader to make judg-

ments about the likely effects of the variables. Some of the questionnaire item levels were combined to provide sufficient numbers in cells for analysis purposes.

Limitations of the Study

The results of this study should be viewed as preliminary and tentative for several reasons:

1. The universe of data was limited to the federally-administered exemplary projects funded under Public Law 90-576. These Part D projects were unique in that they were the initial demonstration sites. One would expect more sophisticated planning procedures to be operating in current exemplary projects. However, a spot check of seventeen exemplary project sites by the authors showed the findings of this study to be realistic for 1975-76 exemplary projects.
2. The study was designed to explore relationships between federally-administered demonstration projects in local education agencies and potential replication sites. Information about communication patterns among local education agencies and state departments of education or colleges and universities can only be inferred.
3. This one-shot status study did not take into account changes which occurred over time at the project site. Relationships which developed over time were not measured, thus the findings could not be related directly

to stages of the demonstration project in this research report.

4. Data collection activities occurred almost three years after the close of many of the federally-administered projects. Spot checks were made to the project sites to determine the validity of the mail questionnaire data. However, in every case known to the research staff, the questionnaires were completed by 1970-73 exemplary project staff persons.
5. The problem of recall probably influenced the responses to items on the questionnaire. For example, one question on the transportability questionnaire asked the respondent to determine the degree of modification made in products and other materials from the federally-administered sites. A respondent would have to remember the original product from the exemplary site, then remember the modifications made in it to respond to this question. This would have been difficult to do without checking records of such modifications. Respondents probably used their "best judgment" when answering the questionnaires. Thus their response is subject to the type of human error usually associated with recall data.
6. The judgment of the respondent may have been influenced by his/her prior association with the study. Most self-report forms of data collection suffer from this potential source of error.

CHAPTER IV

RESULTS OF THE STUDY

This chapter contains the results of the mail surveys to (1) the project sites where the exemplary projects were being demonstrated, and (2) to the project sites attempting to replicate the project results.

This discussion of the research results is divided into two sections in an effort to clearly indicate the source of the responses to the questionnaires. The first section contains data on the continuation of the demonstration projects on site. The last section reports data on the transportability of exemplary project results to replication sites. The tables in this chapter are ordered according to the logical conduct of a demonstration. Information relating to planning is first; then operational aspects such as interactions between the project director and others are next; finally, tables relating to the transportability of exemplary practices and products are included.

Continuation of Exemplary Projects on Site

The following findings describe conditions on the exemplary project sites. Responses may be peculiar to this first round of exemplary project demonstration sites (July 1, 1970

to June 30, 1973). They should not be generalized to later exemplary projects.

Table 3 contains a summary of exemplary site activities. They give the reader a general view of the relationships between specific activities such as the conduct of a community needs survey and the degree of continuation experienced on site. Most of the sites conducting a needs assessment survey had medium or high levels of continuation. Almost half of the sites not conducting a survey continued at very low levels of operation. These types of statements may be drawn for other activities in this table. More specific information about most of these activities is provided later in this chapter. This table was constructed to provide the reader with a gestalt of exemplary project site activities.

Finding No. 1. Written position descriptions were developed for project staff prior to employment.

No relationship seemed to exist between written job descriptions and continuation. Forty-five of the fifty-four sites developed written position descriptions for staff prior to employment according to data in Table 3. This was noteworthy since these projects were the first federally-funded demonstration projects of their kind. Twenty-one of the sites employed up to nine persons on the project. Some of these positions were part-time. No indicators were present in the data to show a particular advantage for full-time staff over part-time staff.

Approximately half of the sites found it necessary to replace at least one staff member due to terminations, promotions, and so forth, during the project.

Table 3

Summary of Site Activities by Degree of Continuation (N = 54)

Site Activities		Degree of Continuation Low (N=16)	Medium (N=22)	High (N=16) [1]
Community Needs Survey Conducted:	Yes	5	14	9
	No	11	8	7
Advisory Committee Used:	Yes	15	18	13
	No	1	4	3
Mandatory Staff In-Service:	Yes	5	11	8
	No	11	11	8
Evaluation Data was Used to Modify the Project:	Yes	12	22	14
	No	4	0	2
A Dissemination Strategy was Developed:	Yes	15	19	16
	No	1	3	0
Written Positions were Developed for Staff:	Yes	14	18	13
	No	2	4	3

[1]Sites are categorized by levels of continuation: low, medium, and high. Low sites continued at less than one-third levels of operation. Medium sites continued at one-third or moderate levels of operation. High sites continued at full or expanded levels of operation.

Finding No. 2 The local school district was the primary source of funds for continuation of the demonstration project.

Over half of the school districts surveyed indicated that the local district was the primary source of funds for continuing the demonstration project after federal funds were expended. A few of the districts, five, continued the demonstration with other federal monies; four used state education agency funds; and seven obtained funds from intermediate education agencies. Nine districts used a combination of these sources or used other sources of funds to continue the project, and three districts did not continue the demonstration in any form.

Results from the questionnaire show generally positive attitudes toward the exemplary project. Only one site reported the superintendent to have negative feelings toward the project. All other site responses indicated positive or at least neutral attitudes toward the project by community representatives, teachers, and the superintendent. This result of the study may have been influenced by the fact that some of the project directors completing the forms were administrators in the school districts.

Finding No. 3. Sites continuing with the demonstration project after federal funding tended to conduct a community survey.

Slightly more than half of the demonstration sites conducted a community survey; however only five of those sites conducting a survey were in the low continuation group while more than twice as many, eleven, of the no survey sites were in the low continuation group as indicated in Table 3. Most of the surveys were conducted by members of a special task force recommended by the project directors.

The types of groups surveyed seemed to have an important influence in the continuation of a project on site. Table 4 indicates that only one of the sites surveying teachers and administrators fell in the low continuation group. Advisory council members generally were not surveyed. Asking questions of business, industry, and labor representatives tended to improve the chances of the demonstration site continuing. The results of the survey were most frequently reported to the superintendent, principals, and advisory council members.

Forty-six of the fifty-four demonstration projects formed advisory councils. Table 5 displays the most frequent composition of these councils. The more successful site (those being continued) tended to place students and representatives of labor and business on advisory councils. The evidence in Tables 4 and 5 tend to corroborate Rothman's (1974) thesis that project success is associated with interaction between the school and the community.

Table 4

Number of Sites Indicating Groups Surveyed
By Degree of Continuation (N = 54)

Types of Groups Surveyed	Sites Surveying Groups			Sites Not Surveying Groups		
	L	M	H	L	M	H [1]
Teachers	0	10	8	16	12	8
Administrators	1	9	8	15	13	8
Parents	3	9	9	13	13	7
Advisory Council Members	0	5	4	16	17	12
Labor Representatives	2	10	6	14	12	10
Business/Industry Representatives	2	13	9	14	9	7
Other	1	2	4	15	20	12

[1]Sites are categorized by levels of continuation: low, medium, and high. Low sites continued at less than one-third levels of operation. Medium sites continued at one-third or moderate levels of operation. High sites continued at full or expanded levels of operation.

Note: All sites responded to each item.

Table 5

Number of Sites Indicating Types of Advisory Committee Members By Degree of Continuation (N = 54)

Types of Advisory Committee Members	Sites Using Members			Sites Not Using Members [1]		
	L	M	H	L	M	H [2]
Teachers	10	16	13	6	6	3
Parents	11	14	10	5	8	6
Industry	11	17	12	5	5	4
Labor	6	12	11	10	10	5
Business	11	16	12	5	6	4
Students	3	8	10	13	14	6
Others	0	2	5	16	20	11

[1]For example, 15 sites indicated no teachers were used on advisory committees.

[2]Sites are categorized by levels of continuation: low, medium, and high. Low sites continued at less than one-third levels of operation. Medium sites continued at one-third or moderate levels of operation. High sites continued at full or expanded levels of operation.

Note: All sites responded to each item.

Finding No. 4. The use of an experienced project director tended to increase the probability of continuation on site.

Table 6 shows project directors' experiences in directing similar projects and in business/industry. This finding tended to be more visible for similar project experience than for business and industry experience. Undoubtedly, the credability of an experienced project director made it easier to operate the project. The staffing pattern was stable. Thirty-one of the fifty-four sites had the same project director for the entire length of the project.

Table 6

Number of Sites Indicating Project Director Experience By Degree of Continuation

Years of Experience	Types of Project Director's Experience					
	In Directing Similar Projects			In Business and Industry		
	L	M	H	L	M	H [1]
Over three years	2	7	9	7	14	11
3 years or less	12	12	7	4	6	5
Blanks	2	3	0	5	2	0
Total	16	22	16	16	22	16

[1]Sites are categorized by levels of continuation: low, medium, and high. Low sites continued at less than one-third levels of operation. Medium sites continued at one-third or moderate levels of operation. High sites continued at full or expanded levels of operation.

Nineteen of the project directs had masters' degrees in educational administration. Almost one-third of the group had degrees in vocational education. Ten of the fifty-four had doctorates.

Finding No. 5. Most demonstration projects held staff meetings once a week.

The need for frequent communication among project staff can be deduced from evidence in Table 7. A vast majority of the sites held staff meetings once a week. Meeting once every two weeks or less seemed to diminish the chances of project continuation. Frequent staff meetings provide the opportunity to plan together. Poor planning was cited as one of the problems of exemplary sites by Lee (1975).

No consistent organizational structure was noted among demonstration sites. Most of the project directors reported directly to the superintendent's office, eighteen reported to a building principal, and six reported to a coordinator in the central office. No relationship was discovered among these different organizational relationships and the continuation of the project on site.

Twenty-four of the project directors were located in the central administration office. Sixteen were in a specific center for the project, and ten were in a participating school building. The project director's location had no apparent relationship to project continuation.

Table 7

Number of Sites with Frequency of Project Staff Meetings By Degree of Continuation

Frequency of Project Staff Meetings	Degree of Continuation L	M	H [1]
Once a Week or More Often	8	16	13
Once Every Two Weeks or Less	8	6	3
Total	16	22	16

[1]Sites are categorized by levels of continuation: low, medium, and high. Low sites continued at less than one-third levels of operation. Medium sites continued at one-third or moderate levels of operation. High sites continued at full or expanded levels of operation.

Finding No. 6. Most of the sites conducted from one to six hours of in-service education per month with the school staff.

All of the demonstration projects conducted in-service sessions.[1] They tended to conduct them at least once a month. The total hours spent in in-service per month ranged from an average of less than one hour to 10 hours or more. Table 8 shows the highest frequencies in the mid-range categories of one

[1]All but two of the respondents indicated the numbers of hours of the in-service sessions.

to six hours. This finding is similar to the one published by Rand (1975) linking the degree of staff in-service with project success. Slightly less than half of the sites required staff participation in the in-service sessions as indicated in Table 3. The most popular topics for group in-service sessions included career education concepts, curriculum development, teaching methods, and reviews of instructional materials.

Table 8

Number of Sites with Hours of Group In-Service Per Month by Degree of Continuation

Hours of Group In-service Per Month	Degree of Continuation L	M	H	Total [1]
7 Hours or More	4	8	4	16
1-6 Hours	8	14	9	31
Less than One Hour	2	0	3	5
Blanks	2	0	0	2
Total	16	22	16	54

[1]Sites are categorized by levels of continuation: low, medium, and high. Low sites continued at less than one-third levels of operation. Medium sites continued at one-third or moderate levels of operation. High sites continued at full or expanded levels of operation.

Finding No. 7. Project director interactions with others tended to be informal if they interacted more than once a month.

The data in Table 9 clearly illustrate the frequency level for formal versus informal communication. Informal communication is more often than once a month. Informal communication probably tended to be verbal rather than written, and it tends to occur with school staff and community representatives more frequently than with board members and the superintendent.

Communication with key leaders in the community is important to a project. The Rand (1975) report emphasized the key role of the project director in building relationships with agencies and departments both internal and external to the project.

Finding No. 8. Those sites most likely to continue the demonstration, collected evaluation data more frequently than those sites least likely to continue.

The high continuation sites collected evaluation data once a month or more often as indicated in Table 10. A straight line relationship existed between the frequency of data collection and the likelihood of continuation on site. Frequent data collection sites (once a month or more often) tended to continue at a high level, while low data collectors (once every six months) tended to fall in the low continuation level.

Almost all of the projects experienced some changes as a

Table 9

Number of Project Director Interactions with Other People
By Type of Communication and Frequency of Contact (N = 54)

Frequency of Contact	Board of Education		Superintendent		Non-Project School Staff		Community Representatives	
	Communication		Communication		Communication		Communication	
	Formal	Informal	Formal	Informal	Formal	Informal	Formal	Informal
None	2	4	0	1	1	1	0	0
Once a Year	21	3	10	2	3	0	5	0
Once Every 6 Months	19	9	15	3	14	1	19	3
Once a Month	6	6	14	14	20	12	17	14
More than Once a Month	2	10	5	10	5	12	7	15
Once a Week	0	0	5	7	5	13	2	9
Once a Day	0	0	0	4	2	9	0	2
Total	50	32	49	41	50	48	50	43

Note: All sites were asked to respond to items in each column. Some sites did not respond.

result of the evaluations. Table 11 shows the most frequent types of project changes. All sites tended to make changes in operating procedures and evaluation procedures. No relationships existed between the types of changes made and the tendency to continue on site. However, sites which did not make changes in the objectives of the project tended to continue at a higher level than sites which did make changes.

Table 10

Number of Sites Collecting Evaluation Data
By Degree of Continuation (N = 54)

Frequency of On-Site Evaluation Data Collection	Degree of Continuation			
	L	M	H	Total [1]
Once a Month or More Often	1	3	9	13
Once Every Three Months	11	10	6	27
Once Every Six Months or Year	4	9	1	14
Total	16	22	16	54

[1]Sites are categorized by levels of continuation: low, medium, and high. Low sites continued at less than one-third levels of operation. Medium sites continued at one-third or moderate levels of operation. High sites continued at full or expanded levels of operation.

Table 11

Number of Sites Reporting Project Change
Based on Evaluation Data by Degree of Continuation (N = 54)

Types of Project Change	Sites Making Changes			Sites Not Making Changes		
	L	M	H	L	M	H [1]
Objectives	10	13	6	6	9	10
Operating Procedures	11	15	11	5	7	5
Staff Assignments	5	10	6	11	12	10
Evaluation Procedures	11	11	8	5	11	8
Number of Participating Teachers/School Buildings	5	9	7	11	13	9
Other	0	0	1	16	22	15

[1]Sites are categorized by levels of continuation: low, medium, and high. Low sites continued at less than one-third levels of operation. Medium sites continued at one-third or moderate levels of operation. High sites continued at full or expanded levels of operation.

Note: All sites responded to each item.

Finding No. 9. Despite extensive use of a wide variety of dissemination strategies, no relationship appeared to exist between the type of strategy used and the continuation of the demonstration project on site.

The association between types of dissemination strategies used and the likelihood of continuation are illustrated in Table 12. The relationships approximate a normal curve in almost every case! Not only did few differences exist between the sites using strategies and sites not using strategies, but no differences were found among the types of dissemination strategies: printed messages, verbal messages, and technical assistance either on site (in the local community) or when the strategies were directed toward other sites.

There are several alternative explanations for these results: (1) the strategies may in fact make very little difference in the acceptance of exemplary results; (2) the dissemination strategies need to be improved before they have much impact on project results; or (3) the instrument is not sufficiently precise to measure the effects of the strategies. Whatever the correct explanation, dissemination strategies are likely to continue to be used to influence others to try new ideas.

Table 12

Number of Sites Using Dissemination Strategies
By Degree of Continuation (N = 54)

Types of Dissemination Strategies	Sites Using Strategies			Sites Not Using Strategies		
	L	M	H	L	M	H,[1]
Printed messages aimed primarily at the local community (newspaper articles, etc.)	11	17	14	5	5	2
Printed messages aimed at other school districts (newsletter, etc.)	10	16	10	6	6	6
Verbal messages within the community (radio, TV spots, presentations to civic organizations, etc.)	8	12	10	8	10	6
Verbal messages aimed at other school district (conference appearances, demonstration centers, etc.)	9	13	11	7	9	5
Technical assistance was provided to teachers and others within the school district (consultation, demonstration, etc.)	13	16	12	3	6	4
Technical assistance was provided to other school districts (demonstration teams, exhibits, open houses, etc.)	14	12	12	2	10	4

[1]Sites are categorized by levels on continuation: low, medium, and high. Low sites continued at less than one-third levels of operation. Medium sites continued at one-third or moderate levels of operation. High sites continued at full or expanded levels of operation.

Note: All sites responded to each item.

Transportability of Project Results

The following findings were taken from data collected from sites replicating the exemplary project results. Due to the small sample size, no attempt was made to relate the specific comments from one replication site to the host exemplary project site. Low cell frequencies would have made an interpretation of this relationship very difficult.

Finding No. 10. Awareness of the exemplary projects tended to flow through administrative channels.

State education agency officials, information from colleagues, and printed information from the exemplary project site were most frequently identified as sources of exemplary site information by respondents from the replication sites. A spurious relationship may be present in these data because state education personnel were invited to nominate replication sites for this survey. This nomination could have caused the site personnel to list state education officials as sources of information due to established lines of communication.

Superintendents of schools and vocational education directors were responsible for encouraging the initial contact with the exemplary site according to the data in Table 13. It was the superintendent of schools and the vocational education director who most frequently received information about the exemplary project. Thus, they were in the best position to encourage the initial contact.

The primary reason for investigating the exemplary project was the existance of informal administrative studies of student needs, according to the mailed questionnaire responses. It was marked almost twice as frequently as the informal teacher studies of student needs, the next most frequent response.

Interestingly, Table 13 also shows the response to this inquiry; if there was one, it came from the project director most often. In almost half of the sites no one from the exemplary project visited the replication site. The replication site received no personal assistance from the host exemplary project! This indicates a certain isolation among school districts which inhibits the flow of innovative ideas across school district lines. In fact, most of the replication sites responding to this survey were non-adjacent to the exemplary project school district. Most sites were within the state where the exemplary site was located. Twenty-two sites indicated they were not adjacent, however within the same state, to the host site. Eight of the sites were adjacent to the host sites while eight sites were not within the same state. One site representative did not complete the question.

The replication sites tended to modify the exemplary project results most frequently by increasing the use of different instructional materials and reducing the amount of equipment and funds needed to operate the project. The number of staff members used in the projects varied. Some replication sites

Table 13

Number of Sites with Persons Encouraging Visits to Exemplary Sites and Replication Sites by Title of the Person (N = 39)

Title of Person	Person Within the Replication Site Encouraging the Initial Contact with the Exemplary Site	Exemplary Project Person Visiting the Replication Project Site
No One	1	15
Superintendent	14	2
Principal	8	4
Vocational Education Director	16	9
Project Director	xxx	17
Advisory Council Member	4	3
Guidance Counselor	xxx	9
Department Head	xxx	3
Teacher	xxx	7
Parents	0	xxx
Representatives of Community Groups	0	xxx
Other	13	5

used fewer staff than the exemplary site, while others used more staff.

Finding No. 11. Consultation was the most frequent type of assistance received by replication site personnel.

Twenty-six of the thirty-nine replication sites responding reported the use of consultation assistance from the exemplary site. Table 14 shows consultation to be the most frequent type of assistance provided by state departments of education, colleges and universities. Almost half of the exemplary projects personnel encouraged in-service sessions and visitations to their exemplary project.

Table 14

Number of Replication Sites Receiving Assistance from Organizations Outside of the School District by Types of Assistance (N = 39)

Types of Assistance	State Departments of Education (N=22)	Colleges and Universities (N=16)	R&D Labs and Centers (N=15) [1]
In-service	10	8	3
Consultation	20	12	6
Financial Contribution	11	0	0
Resource Materials	16	8	13
Other	0	1	0

[1]Number of sites receiving assistance from organizations indicated. Sites checked all types of assistance received.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This summary chapter in the research report suggest potential applications of the research findings. Two segments of the applications are presented: conclusions and recommendations. The conclusions are drawn directly from the logic of the findings in Chapter IV. They represent generalizations of the specific research findings. The recommendations are written in a form parallel to the findings and the conclusions. There is one important difference. The recommendations contain personal views of the authors based on their conversations with the demonstration site directors in addition to the data-base published in the report. In this way, the recommendations go beyond data in an effort to anticipate potential needs for systematic diffusion of exemplary practices and products.

Conclusions

1. Demonstration project directors developed staff position descriptions prior to employment of staff.

2. Local school districts were accepting responsibility for continuing demonstration projects following the termination of federal funds.

3. The conduct of a community survey by a school task force improved the chances of a demonstration project being implemented on site.

4. Projects directed by experienced individuals tended to continue on site more frequently than projects directed by inexperienced persons.

5. Communication among staff members was important; frequent staff meetings provided an opportunity to improve project activities.

6. Frequent in-service sessions with school staff provided an opportunity for project personnel to influence others to accept project results.

7. Informal communications tended to dominate frequent interaction with school staff and others while formal interactions occurred once a month or less often with board members and the superintendent.

8. Frequency of evaluation was directly related to the degree of continuation on site.

9. The dissemination strategies used by project directors showed no relationship to the continuation of projects on site.

10. School district administrators represented a key audience for the dissemination of information about exemplary projects.

11. Technical assistance to most replication sites was limited to consultation services.

Recommendations

1. Written position descriptions which differentiate staff members' roles and responsibilities should be completed prior to employment.

2. Despite the tendency of a few local school districts to implement demonstration projects on site, more districts should be encouraged by the state education agencies and others to try promising innovations.

3. School districts should collect and maintain records of needs assessment data (including community surveys) for proposal writing activities.

4. Experienced persons should be employed as demonstration project directors whenever possible.

5. Demonstration project staff members should meet at least once a week.

6. At least three hours of in-service should be conducted with school staff during each month of the project.

7. Project directors should communicate with key school staff and others as frequently as necessary, preferably in an informal manner at least once a month.

8. Evaluation data should be collected once a month or more often for an effective demonstration project.

9. More effective dissemination/implementation strategies should be devised to assist project directors in influencing others to accept project results.

10. Awareness literature and other types of communication describing exemplary projects should be distributed through formal and informal networks of school administrators.

11. Incentives should be made available for replication site personnel to receive a wide range of technical assistance services.

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Appendix A

Exemplary Project Questionnaire

Respondent Identification No. _____

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University · 1960 Kenny Road · Columbus, Ohio 43210
Tel: (614) 486-3655 Cable: CTVOCEDOSU/Columbus, Ohio

EXEMPLARY PROJECT QUESTIONNAIRE

INSTRUCTIONS

Individuals in positions such as yours are knowledgeable about planning, implementation and dissemination procedures for innovative projects. This questionnaire focuses on the following exemplary project funded by the Bureau of Occupational and Adult Education during 1970-1973.

All questions in the attached questionnaire relate to this project. Someone close to this project (perhaps the project director) should respond to these questions.

Your opinions will be pooled with others for a group response to the questions. In the analysis, we are not interested in your answers as an individual; rather, we are interested in the group responses as a whole. Your answers to these questions will be held in strict confidence; no individual responses will be identified.

You will be asked to respond to a wide range of questions. In most cases, an answer will be provided for you to check. This will save you time. However, please feel free to write in answers if the ones provided are inappropriate.

Please try to complete this questionnaire within five working days. A self-addressed stamped envelope is provided for a prompt return to The Center. Your responses will be summarized in a research report. A practical, 10 page guide for demonstration project directors will be developed based on this information. This guide will be provided to you as a small token of our appreciation near the end of 1976.

A. Planning

1. Was a survey of community needs conducted prior to submission of the proposal for this vocational education exemplary project?

____ Yes ____ No (If No—go to question 2)

1.1 Who conducted the survey? (please check all that apply)

_____ Superintendent
_____ Principals
_____ Advisory Council Members
_____ Teachers
_____ Parents
_____ Guidance Counselors
_____ Department Heads
_____ Members of a Special Task Force (combination of the above)
_____ Other (please specify) _____

_____

1.2 What target groups were surveyed? (please check all that apply)

_____ Teachers
_____ Administrators
_____ Parents
_____ Advisory Council Members
_____ Labor Representatives
_____ Business/Industry Representatives
_____ Other (please specify) _____

_____

1.3 Who received the results of the survey? (please check all that apply)

_____ The Persons Responding to the Survey
_____ Superintendents
_____ Principals
_____ Advisory Council Members
_____ Parents
_____ Department Heads
_____ Guidance Counselors
_____ Community Agencies
_____ Other (please specify) _____

_____

2. Was an advisory committee used for the exemplary project?

____ Yes ____No (If No–go to question B 1)

2.1 Who recommended the advisory committee members? (please check one)

_____ Board of Education
_____ Superintendent
_____ Project Director
_____ Other (please specify) _____
_____

2.2 What community groups were represented on the advisory committee? (please check all that apply)

_____ Teachers
_____ Parents
_____ Industry
_____ Labor
_____ Business
_____ Students
_____ Others (please specify) _____
_____

B. History

1. Approximately how many federally-administered projects similar to this one have been conducted in the school district at the time this project was being conducted?

_____

2. How many of the federally-administered projects are being continued today?

_____

3. Approximately how many state-administered projects similar to this one have been conducted in the school district at the time this project was being conducted?

_____

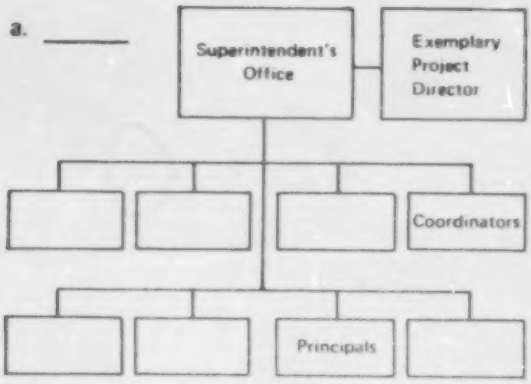
4. How many of the state-administered projects are being continued today?

_____

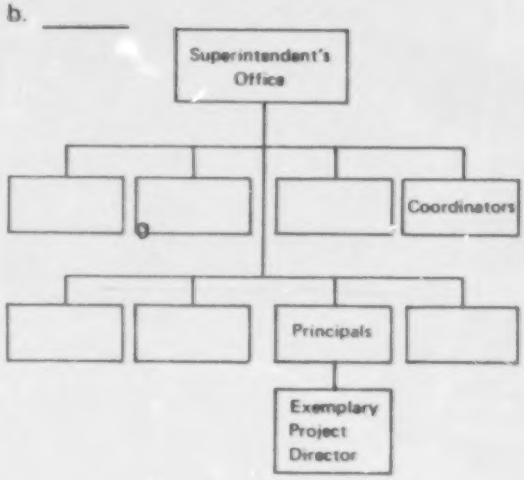
C. Organizational Structure

1. Which of the following organization charts most nearly resembles your project/district structure? (please check one)

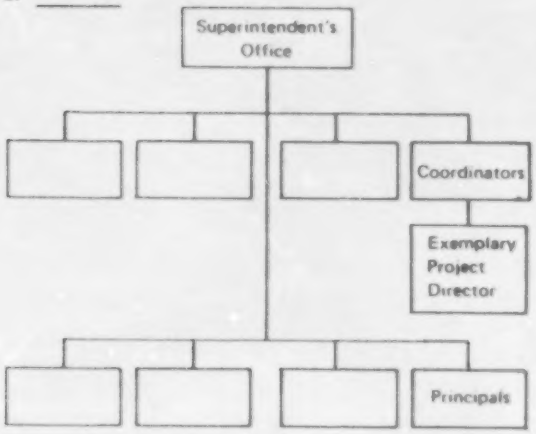
a. _____



b. _____



c. _____



2. How often were project staff meetings held? (please check one)

_____ Once a day
_____ Once a week
_____ Once every two weeks
_____ Once a month
_____ Less than once a month
_____ Other (please specify) _____

_____

D. Continuation

1. Were exemplary project activities continued beyond the termination date of the project?

____ Yes ____ No (If No–go to question E-1)

1.1 What was the continuation strategy? (Continuation is defined as the presence of fundamental activities of the exemplary project in the school district following termination of federal funds.) (please check one)

_____ Continued at low level of effort. (No funds were invested in the project. Teachers were allowed to use instructional materials already developed, but no new materials were developed.)

_____ Continued at one third of the original level. (Some funds were spent on this project. Teachers were released for limited development activities, responsibility for supervision of the project was assigned to an administrative staff member.)

_____ Continued at moderate level of operation. (Project is funded at from one half to two thirds of the original level. Personnel are paid from project funds.)

_____ Continued at full level of operation. (Project costs have been assumed by state, intermediate, or local agencies for the operation of the project. The project is fully staffed in all activity levels.)

_____ Continued at an expanded level of operation. (Exemplary project materials and activities were introduced into new schools and expanded since the termination of federal funds. More materials are being developed than before at a higher cost to the school district.)

2. What was the primary source of funds for continuation of the project? (please check one)

_____ Local school district
_____ Intermediate educational agency
_____ State education agency
_____ Federal education agency
_____ A combination of the above (please specify percentages)

_____

_____ Other (please describe) _____

_____

E. Dissemination

1. Did the project include a strategy for dissemination of results?

____ Yes ____ No (If No–go to question F-1)

1.1 What was the dissemination strategy? (please check all that apply)

_____ Printed messages aimed primarily at the local community (newspaper articles, etc.)

_____ Printed messages aimed at other school districts (newsletters, etc.)

_____ Verbal messages within the community (radio, TV spots, presentations to civic organizations, etc.)

_____ Verbal messages aimed at other school districts (conference appearances, demonstration centers, etc.)

_____ Technical assistance was provided to teachers and others within the school district (consultation, demonstration, etc.)

_____ Technical assistance was provided to other school districts (demonstration teams, exhibits, open houses, etc.)

F. Involvement

1. Which of the following statements most accurately describe the attitude of the superintendent, teachers, and community representatives at the time the federal funds were terminated? (please check one for each position)

1.1 Superintendent

_____ a. Positive, the results of the exemplary program were encouraged publicly.
_____ b. Neutral, use of exemplary program results were permitted but not encouraged.
_____ c. Negative, use of the exemplary program results occurred without knowledge and/or expressed consent.

1.2 Teachers

_____ a. Positive, the results of the exemplary program were encouraged publicly.
_____ b. Neutral, use of exemplary program results were permitted but not encouraged.
_____ c. Negative, use of the exemplary program results occurred without knowledge and/or expressed consent.

1.3 Community Representatives

_____ a. Positive, the results of the exemplary program were encouraged publicly.
_____ b. Neutral, use of exemplary program results were permitted but not encouraged.
_____ c. Negative, use of the exemplary program results occurred without knowledge and/or expressed consent.

G. Project Staff Positions

1. Total number of project positions (project staff are those individuals occupying positions funded by the exemplary project).

   _____

2. How many of the project positions were full-time on this specific project?

   _____

3. How many of the positions were part-time?

   _____

4. Were written position descriptions developed for project staff positions prior to employment?

   ____ Yes ____ No (If No--go to question 5)

4.1 Were duties and responsibilities specifically defined?

____ Yes ____ No

5. How often was it necessary to replace a professional staff member (excluding clerical staff) during the federally-funded time period due to termination, promotion, etc.?

_____

H. Project Director Position

1. Where was the project director's office located? (please check one)

_____ In the central administration office
_____ In a specific center for the project
_____ In one of the participating school buildings
_____ Other (please specify) _____

_____

2. How many different individuals occupied the position during the federally-funded time period?

_____

3. The project director, at the time the federal funds were terminated, had which type of degree? (please check one)

_____ Bachelor's
_____ Master's
_____ Specialist
_____ Doctorate

4. In what field did the project director have his/her highest degree?

_____ Vocational education
_____ Educational administration
_____ Curriculum
_____ Other (please specify) _____

5. How many years of experience in directing a project similar to this one did the project director have (at the time federal funds were terminated)?

_____

6. How many years of experience in business and industry did the project director have (at the time federal funds were terminated)?

_____

I. In-Service

1. Was a school staff in-service program conducted?

____ Yes ____ No (If No–go to question J-1)

1.1 How many different group in service sessions were held per year?

_____

1.2 Based on a typical (average) month, how many hours of group in-service was provided to the school staff? (please check one)

_____ 0 hours
_____ 1-3 hours
_____ 4-6 hours
_____ 7-9 hours
_____ 10 hours or more

2. Was school staff participation in these in-service sessions mandatory?

____ Yes ____ No

3. Which of the following categories were included in the group in-service sessions? Please indicate a percentage for each category. (please make the percentages total 100%)

_____ Orientation to career education concepts
_____ Teaching methods
_____ Interpersonal relationships
_____ Evaluation
_____ Curriculum development
_____ Review of instructional materials
_____ Other (please describe) _____
_____

J. Interaction

1. The degree of interaction, during a typical year, between the project director and the Board of Education, the Superintendent, and the non-project school staff occurred how often? Please indicate by a check (√) the most appropriate degree of interaction in both formal and informal sessions.

a.

Project Director and the Board of Education	Formal (such as presenting a report) (check one)	Informal (such as a discussion over a cup of coffee) (check one)
None		
Once a year		
Once every 6 months		
Once a month		
More than once a month		
Once a week		
Once a day		

b.

Project Director and the Superintendent	Formal (such as presenting a report) (check one)	Informal (such as a discussion over a cup of coffee) (check one)
None		
Once a year		
Once every 6 months		
Once a month		
More than once a month		
Once a week		
Once a day		

c.

Project Director and Non-Project School Staff (Teachers, Counselors, etc.)	Formal (such as presenting a report) (check one)	Informal (such as a discussion over a cup of coffee) (check one)
None		
Once a year		
Once every 6 months		
Once a month		
More than once a month		
Once a week		
Once a day		

d.

Project Director and Community Representatives	Formal (such as presenting a report) (check one)	Informal (such as a discussion over a cup of coffee) (check one)
None		
Once a year		
Once every 6 months		
Once a month		
More than once a month		
Once a week		
Once a day		

Note: Describe any positive or negative interactions which occurred during the conduct of the project which you believe significantly influenced the outcomes of the project.

K. Evaluation

1. How often was on-site data (information) collected for purposes of evaluation? (please check one)

_____ Once a year
_____ Once every six months
_____ Once every three months
_____ Once a month
_____ More than once a month

2. Was the project modified as a result of the evaluation?

____ Yes ____ No ____ I don't know (If No or I don't know—go to question 3)

2.1 In what areas did changes occur? (please check all that apply)

_____ Objectives
_____ Operating procedures
_____ Staff assignments
_____ Evaluation procedures
_____ Number of participating teachers/school buildings
_____ Other (please specify) _____

_____

3. Who received the results of the evaluation? (please check all that apply)

_____ Project staff
_____ School district administration
_____ Board of Education
_____ Non-project school staff
_____ Public
_____ Other (please specify) _____

_____

Thank you for completing this questionnaire. Please place it in the stamped, self-addressed envelope provided or mail it to:

William L. Hull
The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Appendix B

Exemplary Transportability Questionnaire

Respondent Identification Number _____

THE CENTER FOR VOCATIONAL EDUCATION

The Ohio State University • 1960 Kenny Road • Columbus, Ohio 43210

EXEMPLARY PROJECT TRANSPORTABILITY QUESTIONNAIRE

INSTRUCTIONS

Individuals in positions such as yours are knowledgeable about planning, implementation and dissemination procedures for innovative projects. This questionnaire focuses on the following exemplary project funded by the Bureau of Occupational and Adult Education during 1970-1973.

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A. Awareness

1. How did you find out about the exemplary project? (please check all that apply)

_____ Information from a state education agency official
_____ Printed information from the exemplary project site
_____ Printed information from a journal article
_____ Information from a state or national conference/convention
_____ Information from a colleague
_____ Other (please specify)_____

_____

Please rank the above items you checked. 1 = most important.

2. Who from your school district made the initial visit to the exemplary project site? (please check one)

_____ No One
_____ Superintendent
_____ Principal(s)
_____ Vocational Education Director
_____ Advisory Council Member(s)
_____ Guidance Counselor(s)
_____ Department Head(s)
_____ Teacher(s)
_____ Other (please specify)_____

_____

3. Who from the exemplary project visited your school district? (please check all that apply)

_____ No One
_____ Superintendent
_____ Principal(s)
_____ Vocational Education Director
_____ Project Director
_____ Advisory Council Member(s)
_____ Guidance Counselor(s)
_____ Department Head(s)
_____ Teacher(s)
_____ Other (please specify)_____
_____

4. Who, within your school district, received information about the initial contact with the exemplary project's school district? (please check all that apply)

_____ No One
_____ Board of Education
_____ Superintendent
_____ Principal(s)
_____ Vocational Education Director
_____ Advisory Council Member(s)
_____ Guidance Counselor(s)
_____ Department Head(s)
_____ Teacher(s)
_____ Other (please specify)_____
_____

B. Motivation

1. Who within your school district, encouraged the initial contact with the exemplary project? (please check all that apply)

_____ No One
_____ Superintendent
_____ Principal(s)
_____ Vocational Education Director
_____ Advisory Council Member(s)
_____ Representatives of Community Groups
_____ Parent(s)
_____ Other (please specify)_____
_____

2. Who, outside your school district, encouraged the initial contact with the exemplary project? (please check all that apply)

_____ No One
_____ State Department Personnel
_____ Superintendent in another school district
_____ Advisory Council Member(s)
_____ Teachers in another school district
_____ Guidance Counselors in another school district
_____ University/College Professor(s)
_____ Other (please specify)_____
_____

3. What was the primary reason you or someone from your school district considered the possibility of implementing this exemplary project? (please check one response)

_____ Formal teacher studies of student needs
_____ Informal teacher studies of student needs
_____ Formal administrative studies of student needs
_____ Informal administrative studies of student needs
_____ Encouragement from the school board
_____ Encouragement from the Advisory Council
_____ Encouragement directly from the community
_____ Other (please describe) _____
_____

C. School District Characteristics

1. What was the location of your school district compared with the exemplary project which you attempted to use? (please check one)

_____ An adjacent school district
_____ A non-adjacent school district within the state
_____ Outside the state

2. Which of the following characteristics of the exemplary project's school district are similar to your school district? (please check all that apply)

_____ Size of student body
_____ Type of administrative structure
_____ Diversity of student population (e.g., percentage of minority students)
_____ Socioeconomic status of the community
_____ Type of setting (e.g., rural, suburban, urban)
_____ Other (please specify) _____
_____

D. Project Modification

1. Please indicate with a check (√) the modifications made in the exemplary project which helped your school district use it. *Please compare your activities with those of the other site.*

		Not Applicable	More	About the Same	Less
a.	In-service sessions	_____	_____	_____	_____
b.	The use of different instructional materials for students	_____	_____	_____	_____
c.	Hours of instructional time per student	_____	_____	_____	_____
d.	Number of staff members involved in your use of the exemplary project	_____	_____	_____	_____
e.	Amount of local publicity	_____	_____	_____	_____
f.	Degree of community involvement	_____	_____	_____	_____
g.	Degree of evaluation	_____	_____	_____	_____
h.	Amount of funds needed for the project	_____	_____	_____	_____
i.	Amount of equipment needed for the project	_____	_____	_____	_____
j.	Amount of space needed for the project	_____	_____	_____	_____
k.	Advisory committee	_____	_____	_____	_____
l.	Management	_____	_____	_____	_____

E. Assistance

1. What types of assistance did you receive from the school district with the exemplary project? (please check all that apply)

_____ None
_____ Encouraged visitations to their exemplary project
_____ Demonstrations of their project
_____ Consultation assistance
_____ Encouraged in-service type sessions with their staff
_____ Review of the planning process for your project
_____ Other (please specify) _____
_____

2. Did you receive any assistance from the *state department* in the use of this exemplary project?

_____ Yes _____ No (If No–go to question 3)

2.1 If Yes, what was the nature of this assistance? (please check all that apply)

_____ In-service
_____ Consultation
_____ Financial Contribution
_____ Resource Materials
_____ Other (please describe) _____
_____

3. Did you receive any assistance from *colleges and universities* in the use of this exemplary project?

_____ Yes _____ No (If No–go to question 4)

3.1 If Yes, what was the nature of this assistance? (please check all that apply)

_____ In-service
_____ Consultation
_____ Financial Contribution
_____ Resource Materials
_____ Other (please describe) _____
_____

4. Did you receive any assistance from *research and development labs and centers* (e.g., The Center for Vocational Education) in the use of this exemplary project?

_____ Yes _____ No

4.1 If Yes, what was the nature of this assistance? (please check all that apply)

_____ In-service
_____ Consultation
_____ Financial Contribution
_____ Resource Materials
_____ Other (please describe) _____
_____

Thank you for completing this questionnaire. Please place it in the stamped, self addressed envelope provided or mail to:

William L. Hull
The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Appendix C

Demonstration Guide Revision Questionnaire and Summary

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University • 1960 Kenny Road • Columbus, Ohio 43210
Tel: (614) 486-3655 Cable: CTVOCEDOSU/Columbus, Ohio

October 26, 1976

Dear Colleague:

We are mailing you a prototype copy of the Guide, Organizing and Conducting Demonstration Projects in Vocational Education, in the hope you will help us improve it. The Guide is intended to aid the project director in the effective and efficient operation of demonstration projects. Please take a few minutes to read the Guide and make comments in the margins on the need for revision. You are encouraged to make specific suggestions regarding format and illustrations as well as content suggestions. Enclosed is a brief questionnaire which we are asking you to complete.

It would be most helpful to us if you would return the completed questionnaire and the marked-up copy of the Guide in the self-addressed stamped envelope at your earliest convenience. However, we would like for you to drop it in the mail no later than November 10, 1976 to help us meet our schedule.

If you have any questions or comments, feel free to contact me at (614) 486-3655, extension 405, or Bill Hull (extension 314).

Since we are not able to pay you for this assistance, we plan to send you a revised copy of the Guide as a small token of our appreciation. If the address we have used is incorrect, please let us know.

Thank you!

Sincerely,

James V. Bina

JVB/sc

Enclosures

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University • 1960 Kenny Road • Columbus, Ohio 43210
Tel: (614) 486-3655 Cable: CTVOCEDOSU/Columbus, Ohio

Respondent Identification Number_____

GUIDE REVISION QUESTIONNAIRE

Instructions

Please read the enclosed copy of the Guide, Organizing and Conducting Demonstration Projects in Vocational Education. We are interested in revising both the content and format of the guide. Please respond to each item in the manner indicated.

A. Content

1. What Essential Elements should be deleted, added, or revised? (Please mark-up the Guide appropriately.)

2. What Themes should be deleted, added, or revised? (Please mark-up the Guide appropriately.)

3. a. What administrative techniques and methods should be deleted, added or revised? (Please mark-up the Guide appropriately.)

   b. What advantages and limitations of the techniques and methods should be deleted, added, or revised? (Please mark-up the Guide appropriately.)

4. a. What changes should be made in the application sections? (Please mark-up the Guide appropriately.)

   b. What changes should be made in the checklist/chart section? (Please mark-up the Guide appropriately.)

(Please see reverse side)

Summary of Demonstration Guide Revision

Questions	Yes	No	No Response	Representative Comments
1. Are the guidelines likely to be useful?	29	2	5	1. I feel a guideline like this would be extremely useful. 2. Especially to LEA's which do not have R&D units, or have had a recent change in leadership. 3. The organization is thorough and sequential.
2. Are the guidelines (themes) readily adaptable to many different types of settings?	30	1	5	1. I think this is totally adaptable to our situation and setting. 2. Can be used in any type project in addition to vocational education. 3. Not only are the guidelines useful for demonstration projects but for all projects in all settings! Perhaps not enough specific advice to vocational education projects.
3. Are the guidelines (themes) appropriate for the inexperienced person as well as the person experienced in demonstration projects?	23	6	7	1. The language for a lay person is questionable. Some superintendents are not this well versed. 2. Perhaps not as appropriate for the inexperienced person. 3. Okay for the inexperienced.
4. Is the writing style internally consistent?	29	0	7	1. The style is too formal. Can be made much easier to read. 2. For the most part. Some grammar and (subject) noun-pronouns disagreement is evident. 3. This is truly readable consistent and easy to follow.
5. Is the terminology of the Guide easily understood?	31	1	4	1. A novice may have a more difficult time. 2. More definitions would be useful. 3. To the educator with a degree and a few years of experience the terminology should be understandable.

Questions	Yes	No	No Response	Representative Comments
6. Is the Guide free of serious bias (sexual, ethnic, economic, cultural?)	31	0	5	1. I detected no bias. 2. There is no mention of anything that can be construed as bias. And the selection function is very appropriate. 3. I expect the persons involved will be a cross section of the races and sexes.
7. Is the Guide well-organized (logical, in sequence, etc.)?	27	1	8	1. A little repetitious in spots. 2. Could be more 1-2-3 oriented. 3. The two pages preceeding the introduction could be used as a part of the introduction.

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General Review Responses to the Demonstration Guide

1. This guide would have been invaluable to me when I inherited the project of which I was the director.
2. I believe you have something that will be used.
3. I like it as it is. Very well organized and ready to use.
4. Fine booklet - I only had one suggestion--when you refer to parents, you might refer to "parents-guardians".
5. I feel this is a very good approach to providing a Guide for Demonstration Projects.
6. This Guide has been very well put together.
7. My personal opinion is that emphasizing third party evaluation on demonstration projects is over-done.

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Appendix D

Exemplary Project Directors and Addresses

Superintendent
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Huntsville City Board of Education
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Huntsville, Alabama 35804

Superintendent
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District Superintendent
Ceres Unified School District
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Henry DePetro
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Superintendent
Bridgeport Board of Education
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Project Office
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Kenneth Eaddy, Administrator (2 projects)
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Department of Vocational and Practical Arts Education
Chicago Board of Education
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Superintendent
Rockford Board of Education
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Superintendent
Indianapolis Public Schools
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Superintendent
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Northeast Oakland Vocational Center
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Helena, Montana 59601

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Superintendent
Memphis City Schools
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Superintendent
San Antonio Independent School District
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Superintendent
Granite School District
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Superintendent
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Appendix E

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Clinch Powell Educational Cooperative
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Duane Barter
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Clovis, California

Roxbury, Massachusetts

Thelma Moss
MA Experimental System
Model High School
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Jerry Hill
Miss Woods
King Timilty Counsel
Dearborn School
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Oklahoma

Pat Backemeyer
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Appendix F

Project Personnel Interviewed April, May, June, 1976

Exemplary Project Sites
(Host - 1970-73)

Louis V. Antu
San Antonio Independent School
District
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Joseph Bonitatebus
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Region V Education Services Center
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David Taylor, Coordinator
Career Development Specialist
Cobb County Public Schools
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Earl Winters
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Replication Project Sites
(Second Generation)

* Randell Caldwell
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Columbia, South Carolina 29206

*Dr. Owen Collins
Director of Career Education
325 Broadway
Hazard, Kentucky 41701

*Dale Holden
Richland School District No. 2
6831 Brookfield
Columbia, South Carolina 29206

Patricia Linari
Director of Special Education
227 Plymouth Street
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Dr. Woodie Coleman
Lorenzo Texas Shallowwater
ESC Region XVII
700 Texas Commerce Bank Building
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*Carl Spencer
Lincoln Public Schools
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*Henry Stockmal, Jr.
Director of Career Education
Fairfield Public Schools
1407 Melville Avenue
Fairfield, Connecticut 06430

Current Exemplary Project Sites
(1976)

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Aluxery Service Department
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*Also a current Exemplary Site